



Curriculum Overviews Spring 2026 Year 11S

Subject	English	Mrs Forbes	
Course specification	AQA GCSE English Language AQA GCSE English Literature		
Termly units of study	<ul style="list-style-type: none"> We will complete the spoken component for the Language GCSE We will be looking at unseen poetry, revisiting poems from the Love and Relationships section in the AQA Poetry Anthology and rereading An Inspector Calls We will explore a variety of different strategies to use when unpicking unseen texts, for both Paper 1, Creative Texts and Paper 2 Viewpoints and Opinions We will spend time developing confidence in a personal and convincing response, using evidence from the text to support a personal point of view We will revisit A Christmas Carol and Macbeth, looking at themes, context, character, how Shakespeare uses language and developing essay skills using PETAZL We will work on exam questions, for both Language, Literature using model answers and tackling these under times conditions 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> Talk to your daughter about her targets and what she is doing in order to make progress, ask her what she has learned in lessons Read some stories with her and discuss the setting, characters and how the plot unfolds Discuss word choices and how they often make a picture in your head, how different words make the reader feel and explore links between words Talk to your daughter about her personal response to her current reading book Try to make sure that your daughter reads every day as this is a really useful way to build creative writing ideas and skills Encourage your daughter to make detailed references to what she is reading in order to back up her ideas or when she is expressing a point of view Discuss news stories, exploring language, form and audience 		
Keywords	theme explore explain personal opinion	poetry stanza gender poverty	clues example social and historical context Elizabethan



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character
plot
language
structure
setting
clues
example
social and historical context
Elizabethan
text
play
novel

viewpoint
perspective
stream of consciousness
theme
explore
explain
personal opinion
character
plot
language
structure
setting

text
play
novel
poetry
stanza
gender
poverty
viewpoint
perspective
stream of consciousness.



Subject	English	Mrs Simpson
Course specification	Pearson Functional Skills English Functional Skills	
Termly units of study	<p>Functional Skills: The Environment</p> <ul style="list-style-type: none">• To look at a range of texts around the topic of The Environment including, plays, short stories, functional texts, poems and children's books.• To consider the use of language techniques for effect.• To identify language and presentational features.• To explain the effect of presentational features and how these differ across different forms of text.• To read and understand more complex texts and vocabulary.• To consider synonyms for more complex vocabulary.• To work on skills required for Level 2 Reading.• To develop discussion skills for a longer discussion.• To take L1 writing paper.• To develop understanding of uses of commas, apostrophes, paragraphs and begin to learn higher level punctuation such as dashes, colons and semi colons.• To develop the use of a range of sentence structures.• To start to use language techniques in your own writing.• To add and include more detail into functional writing.• To develop own opinions about The Environment and topics such as Global Warming and use information from texts to do this.	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Where possible, encourage your daughter to look at different forms of non-fiction writing and identify features used to help organise information and the effect that this has on a reader.• Encourage reading for enjoyment at home and discussions around what they have read.• Encourage your daughter to talk about issues about the environment raised during this topic to get them to practise discussion and asking/answering questions.• Encourage your daughter to research around the topic independently, either online or by asking family members for opinions.• Encourage your daughter to express a personal viewpoint on the topic of Environment.• Encourage your daughter to explain new vocabulary they have learnt in this topic.• Practice using a dictionary at home to look up words that they don't know.• Encourage writing in full sentences and checking key punctuation such as capital letters and full stops	



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Keywords

environment
global warming
effect and affect
complex sentence
similes
metaphors
colon
rule of three
exclamation
rhetorical question

repetition
direct address
sub headings
bullet points
table
image
carbon footprint
font
emotive



Subject	Maths	Teacher: Miss Hamilton / Mrs Davies
Course specification	OCR GCSE Mathematics Pearson Functional Skills Maths	
Termly units of study	<p>GCSE Pythagoras and Trigonometry Combined events Sequences Units of proportionality Revision</p> <p>Functional Skills Level 2 Fractions and Percentage of quantities Area, Perimeter Representing data Averages Direct and reverse proportion Simplifying expressions and substitution Compound measure Volume and surface area</p> <p>Functional Skills Level 1 Fractions and Percentage of quantities Area, Perimeter and Volume Representing data Representing data/revision Revision</p> <p>Functional Skills Entry Level 3 Rounding and money Measure and scale Time Calculations</p>	



<p>Suggestions for Parental Support at home</p>	<ul style="list-style-type: none"> • Support your daughter to complete her maths homework. • Encourage your daughter to do extra work on Sparx maths. • Use Times Table Rockstars at home. • Use IXL at home (games and quizzes). • Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy. • Do a little bit of maths every day, even if only for 10 minutes. The more your daughter practices, the better she will become. • Encourage your daughter to tell the time by reading both analogue and digital clocks. • Identify and draw attention to situations where you are using maths in everyday life; tasks at home which require numbers or numerical knowledge or calculations. Point out what these are, and what could go wrong if we don't use our maths skills (e.g. miss the train, burn/undercook the dinner!) • Encourage your daughter to help you with cooking and baking. Get her involved in reading the instructions, following recipes, weighing and measuring out ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units. • Get your daughter involved in your household food shopping. Encourage her to read food labels, compare brands and prices, and find the best deals. This will help her to understand the value of money and learn to understand numbers and prices. • Pose problems around travel situations. Examples could be 'how many minutes do we have until we have to leave', how long will it take to get to a destination based on your speed. • Play maths games at home – e.g. dominoes, chess, cards and memory games. 		
<p>Keywords</p>	<p>GCSE: Pythagoras Hypotenuse Sine Cosine Tangent Sequence nth term Arithmetic Quadratic Mean Probability Proportion Ratio Speed Density</p>	<p>Speed Density Pressure Area Perimeter Volume Surface area Mean Median Mode Range Frequency Correlation Interpret Compare Level 1:</p>	<p>Length Width Height Graph Chart Data Mean Range Entry level: Round Nearest Pound Pence Cost Change Length</p>



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Level 2:

Approximation

Estimate

Increase

Decrease

Multiplier

Metric

Convert

Compound measure

Fractions

Percentage

Quantity

Whole

Part

Area

Perimeter

Volume

Weight

Capacity

Scale

Hour

Minute

Less

More

Difference



Subject	Religious Studies	Teacher: Mrs Wells								
Course specification	AQA Religious Studies A - Christianity and Islam GCSE Religious Studies									
Termly units of study	Muslim Practices <ul style="list-style-type: none"> • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam • Shahadah: declaration of faith and its place in Muslim practice. • Salah and its significance: how and why Muslims pray • key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. • Sawm: the role and significance of fasting during the month of Ramadan • Zakah: the role and significance of giving alms • Hajj: the role and significance of the pilgrimage to Makkah • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; • Festivals and commemorations and their importance for Muslims in Great Britain today Spring 2: Religion and social Justice <ul style="list-style-type: none"> • Social Justice and Human rights • Prejudice and discrimination- Women's rights, disability and race • Religious freedom • Christian teachings about wealth • Poverty and its causes • Exploitation • Charity 									
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Encourage your daughter to access revision materials on BBC Bitesize • Visit Seneca Learning and complete all relevant sections • Help your daughter to learn key Biblical and qur'anic quotes- they should have at least 5 for each unit • Reflect on news reports that relate to the curriculum • Listen to BBC thought for the day which often relates to topics covered in RE 									
Keywords	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Zakah</td> <td style="width: 50%;">Salah</td> </tr> <tr> <td>Khums</td> <td>Jummah</td> </tr> <tr> <td>Hajj</td> <td>Sawm</td> </tr> <tr> <td>Jihad</td> <td>Human rights</td> </tr> </table>		Zakah	Salah	Khums	Jummah	Hajj	Sawm	Jihad	Human rights
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Id-ul-Adha
Ashura
Shahadah

Social justice
Equality
Prejudice



Subject	Art	Teacher: Miss Grant
Course specification	AQA GCSE Art and Design (Fine Art) <u>GCSE Art and Design</u>	
Termly units of study	Coursework and Exam project <ul style="list-style-type: none">• Refining coursework• Completing personal responses• Developing Ideas for the exam project• Drawing skills• Annotation• Recording ideas• Researching suitable artists• Exploring materials• Evaluating work• Planning next steps• Deciding on a personal response to the exam• Students will prepare for their Art exam this term. This is 40% of their grade. Students will select a starting point from the Exam paper and then prepare a project. They complete their personal response to this project in the GCSE Exam.• Students will also complete their coursework.	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Discuss ideas for a new project with your daughter. There are many starting points on the exam paper and they can be interpreted in lots of different ways. It's important that your daughter chooses a subject matter that she is interested in and that shows her skills!• Encourage your daughter to attend any extra workshops/after-school sessions• Remind your daughter that working at a steady pace and getting images completed each week will help her achieve. Every piece of work counts towards the GCSE!• Support your daughter in finding time to relax and de-stress.• Encourage good drawing practice:<ul style="list-style-type: none">○ Using a sharp pencil○ Including as much detail as possible○ Using the full tonal range to show form○ Blended and directional shading• Mark-making to show texture.	



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Keywords

recording
observing
detail
form
subject matter
context
theme
annotation
jotting
explaining

meaning
clarifying
relevant
refining
purposeful
exploratory
selective
expressive
mood



Subject	Health and Social Care		Teacher: Mrs Chippington
Course specification	BTEC Tech Award Level 1/2 Health and Social Care		
Termly units of study	<p>Component 3: Health and Wellbeing</p> <ul style="list-style-type: none"> Physical factors Lifestyle factors Social factors Cultural factors Economic factors Environmental factors The impact of life events Health indicators Person-centred approaches Barriers and obstacles to health and wellbeing 		
Suggestions for Parental Support at home	<p>At home, the course can be supported by:</p> <ul style="list-style-type: none"> • Watching documentaries about e.g. children's hospitals, care homes, living on benefits, etc. Also, serials such as Casualty, talking with your daughter about how e.g. self-esteem may be affected by the illness/incident that has happened, how a poor diet may lead to obesity, this may then affect self-esteem and consequently employment prospects. • If you have any family, friends or relatives who access health or social care services talk about this with your daughter. Find out about the support given and why it is needed. Is the support voluntary or do they have to pay for it? • Talk about the careers that are available in the Health and Social Care sector. If you have family or friends working in this sector ask them to talk to your daughter about their role • Discuss life events that have happened in your family, e.g. moving house, redundancy, arrival of a sibling, divorce, serious accident or illness, how has that impacted on members of the family physically, intellectually, emotionally and socially. • If you spend time with pre-school children, point out to your daughter the skills they are developing, e.g. walking, using cutlery, putting shoes on, holding a pencil, etc. 		
Keywords	<ul style="list-style-type: none"> holistic health wellbeing inherited conditions predisposition cystic fibrosis 	<ul style="list-style-type: none"> Eatwell guide addiction nicotine social integration social isolation discrimination 	<ul style="list-style-type: none"> urban pollution bereavement promotion redundancy resting heart rate



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haemophilia
Huntington's disease
cardiovascular disease
obesity
type 2 diabetes
adrenaline
psychological
sensory impairment

gender identity
gender expression
heterosexual
homosexual
bisexual
asexual
poverty
rural

pulse rate
blood pressure
body mass index
health indicators – public guidelines
Public Health England
person-centred approach
barriers
obstacles



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Subject	Independence Skills	Teacher: Mrs Smart
Termly units of study	<p>Students will be spending time participating in activities that link into the Independence and Communication strands from our WACI curriculum. Students will have lessons on their timetable dedicated to practising independence skills. The tasks are designed to develop skills and push students out of their comfort zone in a safe environment, and to enable them to start managing their own lives and making their own decisions. Students will spend time offsite, to carry out activities such as using public transport, visiting restaurants, supermarkets and retail outlets and participating in scenarios that will challenge them. We will also use the facilities in our residential area where the students can practice essential life skills such as cooking and other domestic tasks.</p>	



Subject	PE	Teacher: Miss Kenyon
Termly units of study	Spring 1 – Teams and tactics (Through varied sports and activities)	
	<ul style="list-style-type: none">• Development of static skills<ul style="list-style-type: none">○ Passing○ Receiving○ Controlling the ball○ Decision making○ Outwitting an opponent• Movement and agility<ul style="list-style-type: none">○ Dribbling with the ball○ Keeping possession of ball under pressure○ Passing and receiving on the move• Competition and performance<ul style="list-style-type: none">○ Small sided conditioned games and drills.• Communication and leadership<ul style="list-style-type: none">○ Through drills and game play• Practice games<ul style="list-style-type: none">○ Competition and refinement of skills• Competition/performance<ul style="list-style-type: none">○ Game play and tournaments	
	Spring 2 – Movement and expression (Stability skills) (Through varied sports and activities)	
	<ul style="list-style-type: none">• Development of static skills<ul style="list-style-type: none">○ On the spot routines• Movement and agility<ul style="list-style-type: none">○ Routines including travelling• Competition and performance<ul style="list-style-type: none">○ Developing routines• Communication and leadership<ul style="list-style-type: none">○ Teaching sequences to another pair.	



	<ul style="list-style-type: none"> • Practice games <ul style="list-style-type: none"> ○ Development of routines • Competition/ performance <ul style="list-style-type: none"> ○ Final routines <p>Continuous focus throughout the year on;</p> <ul style="list-style-type: none"> • Warmups • Cool downs • Types of fitness • Heart rate • Teamwork • Leadership • Choice • Challenge • Self-assessment • Refinement 																					
<p>Suggestions for Parental Support at home</p>	<ul style="list-style-type: none"> • Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their PE day. • On the evening of PE day (Thursday), encourage them to do some different stretches to ease potential muscle soreness • Encourage students to be active over the weekend/ evenings • Encourage a healthy lifestyle. • Encourage them to watch sporting events live/ on TV/ on YouTube. Particularly of women in sport. • Try to get outside once a day, either to walk, or exercise. 																					
<p>Keywords</p>	<table border="0" style="width: 100%;"> <tr> <td>passing</td> <td>outwitting</td> <td>dynamics</td> </tr> <tr> <td>receiving</td> <td>teamwork</td> <td>aesthetics</td> </tr> <tr> <td>accuracy</td> <td>tactics</td> <td>musicality</td> </tr> <tr> <td>pace</td> <td>cardio</td> <td>body language</td> </tr> <tr> <td>power</td> <td>enthusiasm</td> <td>expression</td> </tr> <tr> <td>control</td> <td>strength</td> <td>instruction</td> </tr> <tr> <td>possession</td> <td>repetition</td> <td>motif</td> </tr> </table>	passing	outwitting	dynamics	receiving	teamwork	aesthetics	accuracy	tactics	musicality	pace	cardio	body language	power	enthusiasm	expression	control	strength	instruction	possession	repetition	motif
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Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Pregnancy and abortion • Starting work – contracts and payslips • Financial literacy - Paying bills • Drugs and Alcohol 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Look at the FRANK website for information about illegal drugs - Honest information about drugs FRANK • Discuss any household bills, if you are willing to share that information. 		
Keywords	emergency contraception morning after pill fertility vaginal birth c-section miscarriage stillbirth abortion	zero hours contract salary wages overtime income tax National Insurance National Insurance Number State Pension net pay gross pay Jobseeker's Allowance benefits	ecstasy/MDMA heroin magic mushrooms cocaine cannabis codeine ketamine GHB legal high binge drinking buddy up date rape drugs ask for Angela